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## Research on Social Participation Level of Religious Culture and Ethics Teacher Candidates in Turkey

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### Abstract

Social participation is a very important skill in the context of socializing students. With the crucial process is likely to be related to students' social abilities, it is known social participation to be required some special educational activities. The aim of the research is to examine the social participation level of religious culture and ethics teacher candidates and to determine whether this level changes or not related to gender and high school graduation. The sample of the study is 222 teacher candidates at Kastamonu University, Faculty of Education, Department of Religious Culture and Ethics Teaching. General scanning method was used in this research. At the end of the research, it was found that the teacher candidates' social participation levels are high, they have confidence in themselves about the participation in social activities, there has occurred a significant differentiation in this level with regard to gender, but hasn't occurred a significant differentiation with regard to high school graduation.

**Keywords:** *Social participation, teacher candidates, religious culture and ethics teaching*

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## Introduction

In democratic and modern societies, the one of the most important aims of education is to raise peoples having self-esteem and self-confidence in a society (Şişman, 2010). In the other hand, the one of the aims of religion also is to establish people's healthy and positive relations with society. To get such aims and to rise peoples who are useful own society, in religious education courses, giving some opportunity developing these skills and planning learning process from that point of view (MEB, 2010). Students have to be interested in social events, be aware of problems, if it is necessary, must show some action for self and own society.

Student's concerns and necessities are factors affecting social participation skills. The student has to be sensitive about social and natural problems, be willing to solve those problems. Some of the foremost school activities concerned with developing student's social participation skill in religious education courses are making projects for national, religious and moral values, presenting innovational ideas, designing new products and participating actively in activities for institutions having national and religious value (MEB, 2010a).

The purpose of this study is to examine the social participation level of religious culture and ethics teacher candidates and to determine whether this level changes or not related to the gender and high school graduation.

## Method

In this study, a qualitative framework (Yıldırım & Şimşek, 2004) was utilized in collecting and analysing the data.

## Sample

The universe for the study is constituted by students who receive education in Religious Culture and Ethics Teaching, in Theology Faculty, in Kastamonu University and the sample of the study is constituted by random selected 226 teacher candidates who receive education in the same department in the fall term of the 2012-2013 academic year.

## Measure

In the study, "Social Participation Scale" has been developed. The scale is the type of scales called five-point likert scale whose options are "absolutely agree, high degree agree, partly agree, little agree, disagree". The value of the overall reliability of measurement instrument is 0.79.

## Procedure

In this study, for the variables of gender comparisons, the t-test was conducted. One-way analysis of variance (ANOVA) was conducted for high school graduation comparisons and LSD Test was used as post-hoc test to determine the source of the difference, in case of F value was significant. The significance level was determined as .05.

## Findings

In this part of the study, the answers given to the social participation scale by the religious culture and ethics teacher candidates have been evaluated, and the variances of the answers given by teacher candidates with regard to gender and the kind of high school graduated have been examined. The answers given to the social participation substitutes by teacher candidates are given in Table 1.

Table 1. The percentage, frequency, standard deviation values of social participation substitutes

Social participation substances	disagree	little agree	partly agree	high degree agree	absolutely agree	s	X
	f %	f %	f %	f %	f %		
1 I can make projects for national, religious and moral values.	6 %2.7	24 %10.6	42 %18.6	90 %39.8	64 %28.3	1.049	3.81
2 I can present innovational ideas and I design new products.	4 %1.8	36 %15.9	60 %26.5	62 %27.4	64 %28.3	1.107	3.65
3 I can actively participate in activities for institutions having national and religious values.	4 %1.8	32 %14.2	46 %20.4	52 %23.0	92 %40.7	1.151	3.87
<b>Total</b>	<b>s: .918</b>		<b>X: 3.77</b>				

When the Table 1 is examined, it can be said that the teacher candidates' social participation levels are high ( $X=3.77$ ) and they have confidence in themselves about the participation in social activities ( $s=.987$ ). When the answers given to the social participation substitutes by teacher candidates are examined, these results can be obtained. The teacher candidates have stated that they have confidence in themselves in concerning with the making projects for national, religious and moral values ( $X=3.81$ ), the participation actively in activities for institutions having national and religious value ( $X=3.87$ ). But the teacher candidates have a little worry about the presenting innovational ideas and designing new products ( $X=3.65$ ).

In the study, one-way ANOVA analysis has been used to determine whether any differences are available between social participation levels of teacher candidates with regard to the kind of the high school they graduated from, and "t-test" analysis has been used to search the difference in terms of gender and the findings have been shown in Table 2 and Table 3.

Table 2. Distribution of Social Participation Levels with Regard to the High School Graduation

Graduation	N	X	S
1 Islamic Divinity High School	56	3.84	1.042
2 General High School	80	3.65	.893
3 Anatolian High School	80	3.80	.858
4 Teacher High School	4	4.33	.769
5 Vocational High School	4	3.33	.384
6 Other High School	2	5.00	.000
<b>Total</b>	226	3.77	.918
One-way ANOVA F= 1.595 p= .163 p>.05			

When the differentiation situations of social participation level of teacher candidates with regard to the high school graduation are examined, the average of social participation of the teacher candidates who have been graduated from Islamic divinity schools is 3.84, the average of those who have graduated from general high school is 3.65, of those from Anatolian high school, is 3.80, of those from teacher high school, is 4.33, of those from vocational high school is 3.33 and of those from another high school is 5.00. However, there hasn't occurred a differentiation at a significant level among the teacher candidates according to high school graduation ( $F=1.595$ ;  $p>.05$ ).

Table 3. Distribution of Social Participation Levels with Regard to Gender (t-test)

Gender	N	X	S	T	P
Male	112	3.95	.828	2.962	.003
Female	114	3.59	.971		

As seen in table 3, there has occurred a significant differentiation in teacher candidates' social participation levels with regard to gender [ $t(220)=.055$ ,  $p>.05$ ]. The social participation level of male teacher candidates ( $X=3.95$ ) is higher than female teacher candidates ( $X=3.59$ ).

### Conclusions

At the end of the study, it was obtained these results:

1. The social participation level of teacher candidates are high ( $X=3.77$ ).
2. They have confidence in themselves about the participation in social activities.
3. The teacher candidates have confidence in themselves in concerning with the making projects for national, religious and moral values ( $X=3.81$ ), the participation in activities for institutions having national and religious value ( $X=3.87$ ).
4. However, the teacher candidates have a little worry about the presenting innovational ideas and designing new products ( $X=3.65$ ).
5. There hasn't occurred a differentiation at a significant level between teacher candidates according to high school graduation ( $F=1,595$ ;  $p>.05$ ).
6. There has occurred a significant differentiation in teacher candidates' social participation levels with regard to gender [ $t(220)=.055$ ,  $p>.05$ ]. The social participation level of male teacher candidates ( $X=3.95$ ) is higher than female teacher candidates ( $X=3.59$ ).

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